

Childminder report

Inspection date:

16 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and secure in the care of the kind and nurturing childminder. She is attentive to their individual needs and forms warm, trusting bonds with them. For example, children snuggle up to her during story time and seek comfort from her when arriving at the setting. This sensitive approach helps children to feel welcome and secure. The childminder consistently offers encouragement and praise, which supports children to develop confidence and positive self-esteem.

Children's communication and language skills are supported effectively. The childminder provides a running commentary during their play and skilfully asks questions to extend their thinking and knowledge. Children listen with great interest as she reads familiar storybooks, such as 'Noisy Farm', using expression and intonation to capture their attention. Older children benefit from her ability to extend discussions, helping them to widen their vocabulary and understanding. As a result, children are developing a love of books and strong early literacy skills.

The childminder carefully plans children's learning experiences to prepare them for the next stage of their education. For example, children in their pre-school year are supported to practise putting on their shoes and dressing themselves independently, and they are beginning to make marks and form letters.

What does the early years setting do well and what does it need to do better?

- The childminder builds partnerships with local schools and other settings that children attend. She understands the importance of sharing information. She supports children's smooth transitions to school, sharing information with teachers and facilitating visits. The childminder has a good understanding of the skills children require to support their transition further. For example, the childminder ensures that children are confident and independent.
- The childminder attends various groups with other childminders and shares good practice. She regularly reflects on her setting and undertakes training to update her knowledge. For example, she recently completed training to better support two-year-old children and children's self-regulation. This demonstrates that training is carefully considered to have a direct, positive impact on children.
- Mathematics is embedded within daily activities. The childminder incorporates counting and mathematical language into activities and everyday routines. She encourages children's counting and sorting skills. The childminder teaches children about size, shape and quantity. For example, during snack time, the children compare the length of their breadsticks. Children develop good early mathematical skills and begin to use mathematical language.
- The childminder introduces some aspects of diversity through celebrations. For

example, children learn about Christmas and take part in themed activities and experiences. However, wider representation of different cultures and traditions is limited. The childminder is aware of this and plans to revise her curriculum to better support children's understanding of diversity beyond their own community, helping to prepare them for life in modern Britain.

- Independence is encouraged through daily routines, such as self-care, helping children take pride in doing things for themselves and respecting each other. They have fun exploring and learning at their own pace in the home-from-home environment.
- Children are physically active. They enjoy daily access to the childminder's garden and regularly visit the playground and park. They develop their balance, coordination and large motor skills. Children engage in building with small construction toys, which helps develop fine motor skills. They also have free access to a range of creative and mark-making resources. Children are curious and positive learners.
- The childminder has high expectations for children's behaviour. She models positive behaviours effectively in her daily practice. Children are encouraged from an early age to respect the toys and equipment in the childminder's home and, as a team, respond well to the childminder and happily help to tidy away.
- The childminder offers children choices in their play. For example, when it rains, children are given the choice to play inside or outside. This ensures that children thoroughly enjoy activities and experiences. The childminder encourages children to try tasks for themselves, for example peeling their own tangerine at snack time. They show resilience and develop the ability to keep on trying, developing confidence in their own abilities.
- Parents describe the childminder as approachable, supportive and always willing to offer advice. Parents praise the quality of care she provides, often referring to the setting as a 'home from home'. The childminder shares regular updates and feedback about children's progress and daily experiences. This enables parents to feel fully involved in their child's learning and supports them to continue promoting their child's development at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- broaden the curriculum to further extend children's understanding and experiences of diversity and culture beyond their own community.

Setting details

Unique reference number	304594
Local authority	Cheshire West and Chester
Inspection number	10398240
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 1998 and lives in Winsford. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 5.

Information about this inspection

Inspector

Vicki Brown

Inspection activities

- The inspector observed the interactions between the childminder and the children and the impact the teaching has on their learning and development.
- The childminder talked to the inspector about her early years foundation stage curriculum and what she wants children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector and childminder carried out a joint evaluation of an activity.
- Children spoke to the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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